
ENGROSSED SUBSTITUTE SENATE BILL 5715

State of Washington

62nd Legislature

2011 Regular Session

By Senate Early Learning & K-12 Education (originally sponsored by Senators Kohl-Welles, McAuliffe, Litzow, Harper, and Kline)

READ FIRST TIME 02/15/11.

1 AN ACT Relating to adopting core competencies for early care and
2 education professionals and child and youth development professionals;
3 adding a new section to chapter 43.215 RCW; and creating a new section.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 NEW SECTION. **Sec. 1.** The legislature finds that adopting
6 statewide core competencies for early care and education professionals
7 and child and youth development professionals is important because the
8 competencies:

9 (1) Define what early care and education professionals and child
10 and youth development professionals need to know and be able to do to
11 provide quality care and education for children;

12 (2) Serve as the foundation for decisions and practices carried out
13 by professionals in all early care and education settings and school
14 age child care settings;

15 (3) Establish a set of standards for early care and education
16 professionals and child and youth development professionals that
17 support the professionalism for the field;

18 (4) Are an integral part of a comprehensive professional
19 development system; and

1 (5) Recognize existing standards met by nationally chartered
2 nonprofit youth development agencies providing facility-based after
3 school services for school age children as relevant and sufficient
4 standards.

5 NEW SECTION. **Sec. 2.** A new section is added to chapter 43.215 RCW
6 to read as follows:

7 By December 31, 2012, the department shall adopt core competencies
8 for early care and education professionals and child and youth
9 development professionals and develop an implementation plan. The
10 department shall incorporate the core competencies into all appropriate
11 professional development opportunities including, but not limited to,
12 the quality rating and improvement system, the early childhood
13 education and assistance program, child care licensing, and the early
14 support for infants and toddlers program. The purpose of the core
15 competencies is to serve as a foundation for what early care and
16 education professionals and child and youth development professionals
17 need to know and do to provide quality care for children. The core
18 competencies must be reviewed and updated every five years.

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